

## English department students' perceptions of utilizing social media for learning English

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### Abstract

This study investigates how English department students perceive the use of social media for learning English. A mixed-methods approach was employed, combining quantitative and qualitative data collected through questionnaires and structured interviews. A total of 88 students from several universities in Indonesia completed a 22-item questionnaire distributed via Google Forms, and three of these respondents were selected for follow-up interviews conducted via WhatsApp. Questionnaire responses were analyzed statistically, while interview data were examined using Miles and Huberman's flow model. The findings indicate that students generally hold positive perceptions of using social media to support independent English learning. YouTube was identified as the most frequently used platform. Students reported that social media helps improve their comprehension, vocabulary development, and pronunciation, and described the experience as enjoyable and motivating beyond the classroom setting. Despite these benefits, students also encountered obstacles such as poor internet connectivity, concerns over data privacy, and exposure to inappropriate content.

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## INTRODUCTION

The progress in technology is greatly affecting the education sector, particularly in English language learning. The use of Information and Communication Technologies (ICT) in English language learning can enhance the language proficiency of students (Khaloufi & Laabidi, 2017). Integrating ICT in learning generates enthusiasm and presents a unique approach to learning. It inspires and empowers English learners, and offers the advantage of flexibility and effectiveness in education. According to Murray (2005), the use of technologies with new generation students provides a natural context for learner autonomy, context for learner identity, new ways to use language, and motivating students to create new opportunities to collaborate and interact with teachers in learning activities.

In recent decade, information and communication technology (ICT) has been frequently utilized in the teaching and learning process. ICT is increasingly used in language learning; encompassing technology for creating, storing, displaying, and sharing through computer and internet-based data. ICT has become a medium of human communication, providing access to increased productivity, and expanding the reach of information. ICT can provide opportunities for EFL (English Foreign Language) students to interact with native language speakers through several forms of ICT such as social media; YouTube, Instagram, Twitter, and video communication such as Zoom.

One form of ICT is social media which is one of the many forms of technological improvement. Social media is a digital tool that facilitates users to build and engage in relationships.

It is a form of ICT that is most widely used by people throughout the world, including students. For university students, they use social media in various situations in their daily activities (Al Arif, 2019).

Social media is a popular platform used by people of all ages and social levels and is one of the information and communication technology tools that people use to communicate online. According to Kaplan & Haenlein (2010), social media is a group of internet applications that enable the creation of various content in the world. Social media allows interested people to participate by providing comments, sharing information quickly and without limits, and providing contributions and input (Rahman, 2017). Social media is a middle way for consumers to share information in the form of writing, images, audio, and video with fellow users (Kotler and Keller, 2016). There are many types of social media, some of which are Facebook, Twitter, Instagram, YouTube, TikTok, Telegram, etc. Social media is widely used because they are easy to download, free, and easy to use.

Many types of social media are famous in Indonesia for example, WhatsApp, Facebook, Twitter, Instagram, YouTube, Telegram, Line, TikTok, etc. These platforms are particularly popular among students. They often use this type of social media because it is considered fun.

According to Nasrullah (2016), social media has several characteristics such as networks, information, archives, interactions, social simulations, and content created by users. Therefore, students can do a lot of things through social media, such as making friends and contacting people from various places, cities, and countries. Additionally, social media platforms like Instagram and TikTok can help them discover pictures and videos of various global conditions. By using social media, students can stay updated with what's happening around them more quickly than traditional media like newspapers. Furthermore, social media can also be used by students with the aim of learning English independently.

Media is important to use in the classroom. Recently, technology has played an increasingly important role in the methods of instruction. For an EFL (English Foreign Language) student, utilizing social media can offer numerous opportunities to improve their English language skills. English is one of the most commonly used languages on social media as it is an international language used worldwide for communication. In Indonesia, English is commonly used as a foreign language by the public, particularly students. They may come across English in various settings, such as schools, courses, or universities, where they may be required to use it as a subject. The ease of accessing social media now means that English language students can use their mobile phones to communicate, submit their assignments, and access the necessary materials. They believe that mobile learning can be a facility for them to learn anywhere and anytime.

This research aims to determine the perceptions of English Language Education program students regarding the use of social media with the aim of independent English learning. The main objective is to identify the social media applications that students use frequently and how they use them to learn English. This study is significant as it provides valuable insights into how English students utilize social media for language learning, including the benefits and challenges they encounter during the process.

The focus of this study is on university students enrolled in English Education programs. Researchers are interested in exploring this topic because students majoring in English are required to use this language regularly in various class activities such as speaking, presentations, assignments, and exams, so they need more skills and mastery of English than students in other majors.

An initial study found that students lack interest in learning English due to uninteresting learning materials and difficulty accessing the learning materials. They are not keen on reading English textbooks in the library, discussing English topics with friends, or studying through TV. However, it has been observed that most of the students of this department prefer to use social media platforms such as Telegram, TikTok, Facebook, Twitter, Instagram, Line, and YouTube to purposefully discover new English vocabulary, sentences, learning materials, and tips to improve their English language skills. These platforms usually have content that is related to language learning, and most of their settings use English which may contribute to students' preference. Compared to media such as conventional books, newspapers, or even television, it is known that students remember vocabulary more easily and deepen their language skills when learning using social media.

Based on the explanation above, this research examines how English department students in Indonesia deliberately use social media to learn English independently. The study seeks to answer three key questions in order to achieve its objectives:

1. What are students' perceptions of using social media to learn English?
2. What are the advantages and challenges that students perceive in using social media for learning English?
3. Which social media platforms are most commonly used by students for English language learning?

## **RESEARCH METHOD**

This research uses a combination of methods by combining qualitative and quantitative methods components in data collection and analysis. According to Creswell and Plano (2011), the procedure for collecting, analyzing, and combining quantitative and qualitative methods in one study is known as a combined methods research design. Participants in this research were 88 English department students from various universities in Indonesia who actively use and are currently taking English classes. The data was collected by distributing questionnaires and conducting structured interviews.

The questionnaire consists of closed-ended questions. The aim of a close-ended questionnaire is to obtain responses from participants that best represent their perspectives (Siniscalco & Auriat, 2005). The questionnaire contains 22 items from 4 sub-indicators consisting of the advantages of social media including students' feelings of using social media to learn English, language skills and components used when using social media, and challenges of using social media for English learning purposes. These questions are adapted from Safitri (2021). The questionnaire was distributed in the form of a Google Form and distributed via WhatsApp and Twitter by attaching participant criteria and their personal information including name, age, gender, address, university, semester, and telephone number.

Interviews were conducted to find out more about student perceptions and support the answers to the questionnaire. According to Sugiyono (2016: 137), interviews are used as a data collection technique when the researcher wants to conduct a preliminary study to identify problems that need to be researched, and also when the researcher wants to explore things in greater depth with the respondents. For the interview session, there were 5 questions about the type of social media used in learning English, reasons for using social media to learn English, and the advantages and challenges in using social media to learn English. In this study, a call interview via WhatsApp was conducted to ask 3 of 88 students as the interviewee. The interviews took approximately 7-10 minutes, and all conversations were recorded for data collection purposes. The interview protocol was created to further investigate the social media usage of respondents who completed the questionnaire.

The data from the questionnaire was analyzed by organizing it into tables and summarizing it with frequencies and percentages. Frequency and percentage results are copied from Google form. Then the data contained in the table is interpreted by the researcher. The interview data was analyzed using the flow method model by Miles and Huberman (1992). The model has some components to analyze, such as data reduction, data display, and drawing conclusions (Miles et al., 2014). In this research, interview data is presented in narrative form. The final step is to draw and verify conclusions. After presenting the data, the researcher makes conclusions based on the research questions.

## **RESULTS AND DISCUSSION**

This research was conducted to determine English students' perceptions of the use of social media as a medium to improve their English. This study involved 88 students from various universities in Indonesia to response to the questionnaire and 3 students who filled out the questionnaire were chosen to be sources to share their feelings and how they use social media to learn English.

## Findings

### *Students' perceptions of using social media to learn English*

In this section, a Likert scale questionnaire is used to examine students' perceptions of the statements given regarding the focus and objectives of the research. In the questionnaire, the author divides aspects into two parts including students' feelings on the use of social media to learn English and the development of students' language skills in using social media to learn English. The results of the questionnaire will be presented followed by the results of the interview to strengthen the statement.

Students' feelings on the use of social media to learn English

Students' responses to the questionnaire indicated a positive feeling towards the use of social media as a tool for learning English. The table below presents the results of the questionnaire.

**Table 1. Students' Feelings on The Use of Social Media to Learn English**

No	Statement	Alternative Answer				Total
		SA	A	DA	SDA	
1	It can be enjoyable to learn English through social media	56	31	0	1	88
		64%	35%	0%	1%	100%
2	Improving your English proficiency through social media can boost your confidence when communicating in English	37	48	2	1	88
		42%	55%	2%	1%	100%
3	Using social media to improve English skills can alleviate anxiety when participating in English classes	31	46	10	1	88
		35%	53%	11%	1%	100%
4	Using social media as a learning tool can help individuals develop self-sufficient learning skills.	47	39	1	1	88
		54%	44%	1%	1%	100%
5	Social media provides a relaxed and pressure-free environment for learning English	46	38	3	1	88
		52%	43%	4%	1%	100%
6	Various resources are available for studying English on social media	58	27	2	1	88
		66%	31%	2%	1%	100%
7	Learning English through social media is a simple and convenient option	50	34	3	1	88
		57%	39%	3%	1%	100%
8	I am able to access social media at any time and from anywhere	70	17	0	1	88
		80%	19%	0%	1%	100%
9	It is easy to communicate with other people through social media.	50	31	6	1	88
		57%	35%	7%	1%	100%

Annotation:

SA : Strongly Agree

A : Agree

DA : Disagree

SDA : Strongly Disagree

The questionnaire results indicate strong student support for learning English through social media. Across all statements, the majority of respondents reported positive perceptions, with most selecting Strongly Agree or Agree. Students found social media enjoyable and confidence-building, and many felt it helped reduce anxiety during English learning. They also viewed social media as a helpful tool for developing independent learning skills and appreciated its relaxed, pressure-free learning environment. In addition, students agreed that social media offers diverse learning resources, is simple and convenient to use, and provides flexible access from anywhere at any time. Most participants believed that social media makes communication with others easier. Overall, the

findings suggest that students hold overwhelmingly positive attitudes toward using social media as a platform for learning English.

In order to get more comprehensive results, interviews were conducted to strengthen the results of the questionnaire above. The interviewees stated that learning English using social media is enjoyable, easy and provides more learning resources. Additionally, the interviewees noted that social media provides a greater amount of English language content to learn from.

*Alasan saya menggunakan media sosial untuk belajar bahasa Inggris adalah karena melalui media sosial belajar menjadi lebih menyenangkan, mudah dan tak terbatas oleh waktu tidak seperti di kelas. Selain itu, cakupan sumber pembelajarannya juga lebih luas dan beragam. (Student 1)*

(The reason I use social media to learn English is because it makes learning more fun, easier, and more flexible than in a classroom. Additionally, the scope of learning resources is wider and more varied.)

Besides the fact that social media is fun and easy, students also feel other differences regarding the learning resources available on social media.

*Media sosial merupakan platform yang menyediakan banyak sumber belajar sehingga saya bebas memilih sumber yang saya suka. Di YouTube misalnya, saya bisa memilih channel yang cocok untuk saya gunakan sebagai sumber belajar. Selain itu, saya dapat berinteraksi dengan siswa bahasa Inggris dari seluruh dunia karena media sosial menyediakan forum/grup yang memang diperuntukan untuk belajar bahasa Inggris seperti di Twitter terdapat base yang dapat digunakan untuk bertanya atau berinteraksi dengan pelajar lainnya. (Student 3)*

(Social media is a platform that provides many learning resources so I can choose which sources I like. On YouTube, for example, I can choose a channel that is suitable for me to use as a learning resource. Apart from that, I can interact with English students from all over the world because social media provides forums/groups that are intended for learning English, such as on Twitter there are forums that can be used to ask questions or interact with other students.)

Another student said that social media reduced his anxiety in communicating, this gave her a sense of comfort in studying.

*Dengan menggunakan media sosial saya tidak perlu terikat dengan dosen di kelas untuk mendapatkan pembelajaran baru. Ketika saya mulai menggunakan media sosial, saya merasakan perkembangan kosa kata saya bertambah dan hal ini mengurangi kecemasan saya ketika berbicara dalam bahasa Inggris. (Student 2)*

(By using social media, I don't need to be tied to lecturers in class to gain new knowledge. When I started using social media, I felt my vocabulary increase and this reduced my anxiety when speaking in English.)

*Sosial media menyediakan fitur yang lengkap, ketika belajar melalui video saya dapat memutar ulang apa yang disampaikan oleh pemateri. Dengan fitur ini saya jadi tidak perlu lagi merasa malu untuk bertanya terkait materi yang belum saya mengerti, berbeda dengan pembelajaran di kelas.” (Student 1)*

(Social media provides complete features, when studying via video I can play back what the speaker said. With this feature, I no longer need to feel embarrassed about asking questions about material that I don't understand, which is different from learning in class)

English language skills and components present in social media

Based on the questionnaire, it was discovered that social media requires various skills and components, including reading and listening comprehension, pronunciation, grammar, and vocabulary retention. The subsequent table displays the outcomes regarding English skills and components utilized in social media.

**Table 2. English Language Skills and Components Present in Social Media**

No	Statement	Alternative Answer				Total
		SA	A	DA	SDA	
1	Social media provides an opportunity for me to enhance my listening skills in English	39	46	2	1	88
		45%	52%	2%	1%	100%
2	Social media gives me the opportunity to enhance my speaking skills in English.	21	57	9	1	88
		24%	65%	10%	1%	100%
3	Social media gives me the opportunity to enhance my reading skills in English.	50	36	1	1	88
		57%	41%	1%	1%	100%
4	Social media gives me the opportunity to enhance my writing skills in English	39	46	2	1	88
		45%	52%	2%	1%	100%
5	Social media gives me the opportunity to gain new English vocabulary.	57	30	0	1	88
		65%	34%	0%	1%	100%
6	Social media helps me to improve my knowledge of English grammar.	48	36	3	1	88
		55%	41%	3%	1%	100%
7	Social media helps me to improve my knowledge of how to pronounce words in English.	48	37	2	1	88
		55%	42%	2%	1%	100%

Annotation:

SA : Strongly Agree

A : Agree

DA : Disagree

SDA : Strongly Disagree

The results show that students consistently agreed that social media supports the development of various English language skills. Most respondents reported that social media helps improve listening, speaking, reading, and writing abilities, with the majority selecting Agree or Strongly Agree across all skill categories. Students also strongly perceived social media as beneficial for enhancing vocabulary and grammar knowledge. Although a small percentage of participants expressed disagreement, the overall responses indicate a clear positive perception of social media as a useful tool for improving English proficiency.

From interviews, it is known that social media can facilitate students in developing their English language skills. In this section, the author highlights the skills that are most facilitated in social media, which are grammar, vocabulary, and pronunciation. The following statement will explain how students' English skills are improved through social media.

Social media provides grammar discussion content that can improve students' abilities. Content containing grammar on social media is presented in a different way than in class, such as using games, pictures, and even explanatory videos.

*Saya pernah belajar tentang struktur kalimat melalui poling di salah satu akun instagram yang menyediakan konten pembelajaran bahasa Inggris. Dari kegiatan tersebut saya lebih memahami cara penggunaan struktur kalimat dan penggunaan tanda baca. (Student 3)*

(I once studied sentence structure through polls on an Instagram account that provides English learning content. From this activity, I understand better how to use sentence structure and use punctuation.)

*Saya merasa kemampuan saya dalam membedakan struktur kalimat dalam bahasa Inggris meningkat karena saya sering menonton konten pembelajaran di TikTok. Banyak konten dari berbagai creator yang membahas tentang grammar, sehingga dengan begitu saya dapat belajar dari berbagai creator dan ini membuat saya semakin memahami materi ini. (Student 1)*

(I've noticed that my ability to recognize sentence structures in English has improved since I started watching educational videos on TikTok. There are numerous creators on the platform who cover grammar topics, which allows me to learn from a variety of perspectives and grasp the material more effectively)

Social media plays an important role in increasing students' vocabulary, this is because most social media use English as the default. Many social media users use English to interact, making it possible for students to acquire new vocabulary from there.

*Saya merasakan perkembangan kosakata saya terus bertambah semenjak saya menggunakan sosial media. (Student 2)*

(I feel that my vocabulary continues to grow since I use social media.)

*Seringkali saya menemukan kosakata baru yang sebelumnya tidak pernah saya dengar kemudian saya terbiasa untuk mencatat kata tersebut lalu mencari tau artinya. (Student 1)*

(I discovered new vocabulary that I had never heard before and then I got used to writing down the words and then finding out the meaning.)

*Podcast yang saya tonton di Youtube adalah podcast berbahasa inggris seperti TED Talks, hal ini banyak memberikan saya kosakata baru, sehingga semakin banyak kosakata bahasa Inggris yang saya tau. (Student 3)*

(The podcast that I watch on YouTube is an English podcast such as TED Talks, this gives me a lot of new vocabulary, so I know more English vocabulary)

Besides its use to improve grammar and vocabulary, social media which provides video content such as YouTube, TikTok, and Instagram is also considered to be able to improve student pronunciation.

*Di media sosial saya sering menemukan berbagai aksen bahasa Inggris yang berbeda saya senang mempelajari itu. (Student 3)*

(On social media I often come across different English accents and I enjoy learning about them.)

*Saya merasa belajar pronunciation lebih mudah dengan cara menonton dan mendengarkan podcast di Youtube. (Student 1)*

(I feel learning pronunciation is easier by watching and listening to podcasts on YouTube.)

### Challenges that students perceive in using social media for learning English

This section presents the challenges students experience when they use social media as a tool for learning English. In the questionnaire, the author attached questions related to problems that often arise for social media users. The results of the questionnaire are presented in table form and followed by the results of the interview as reinforcement for the statement.

**Table 3. Students' Perception on the challenges of using social media for learning English**

No	Statement	Alternative Answer				Total
		SA	A	DA	SDA	
1	Social media platforms often contain inappropriate content	25	53	8	2	88
		29%	60%	9%	2%	100%
2	There are many distractions when learning English using social media	17	38	31	2	88
		20%	43%	35%	2%	100%
3	Social media affects mental and health	44	32	9	3	88
		50%	37%	10%	3%	100%
4	I have technical problems when learning English with social media related to quotas, signals, gadgets	6	28	41	13	88
		7%	32%	47%	14%	100%
5	My personal data on social media is vulnerable to misuse	41	43	3	1	88
		47%	49%	3%	1%	100%

Annotation:

SA : Strongly Agree

A : Agree

DA : Disagree

SDA : Strongly Disagree

The findings indicate that students recognize several challenges and risks associated with learning English through social media. Most participants agreed that social media platforms contain inappropriate content and acknowledged that distractions are common while using them for learning. Students also largely believed that social media can negatively affect mental health and expressed concern about the vulnerability of personal data. However, unlike the other statements, most respondents disagreed that they experienced technical problems while learning through social media. In general, while students see potential risks, technical issues appear to be less of a concern.

Regarding the interview, one of the three participants interviewed said that she experienced problems in the field of internet connection and quota. Sometimes the signal on her cell phone does not support to access learning via social media, apart from that the limited internet quota also becomes a challenge.

*Karena dirumah saya tidak menggunakan WiFi jadi sinyal dan kuota saya sangat terbatas. (Student 3)*

(Because I don't use WiFi at home, my signal and quota are very limited.)

Besides network problems, another problem found in learning via social media is the problem of insecurity of personal data. As we know, in the internet world, it is easy for anyone to access the personal data we have, this has become an awareness that students feel that the personal data they attach to their social media is not very safe and is prone to misuse.

*Saya merasa sedikit cemas ketika menggunakan sosial media yang mana dalam sosial media tersebut terdapat data diri saya, di zaman sekarang banyak sekali terjadi kasus cyber crime yang merugikan pengguna sosial media. (Student 1)*

(I feel a little anxious when using social media where the social media contains my personal data, nowadays there are lots of cybercrime cases that harm social media users.)

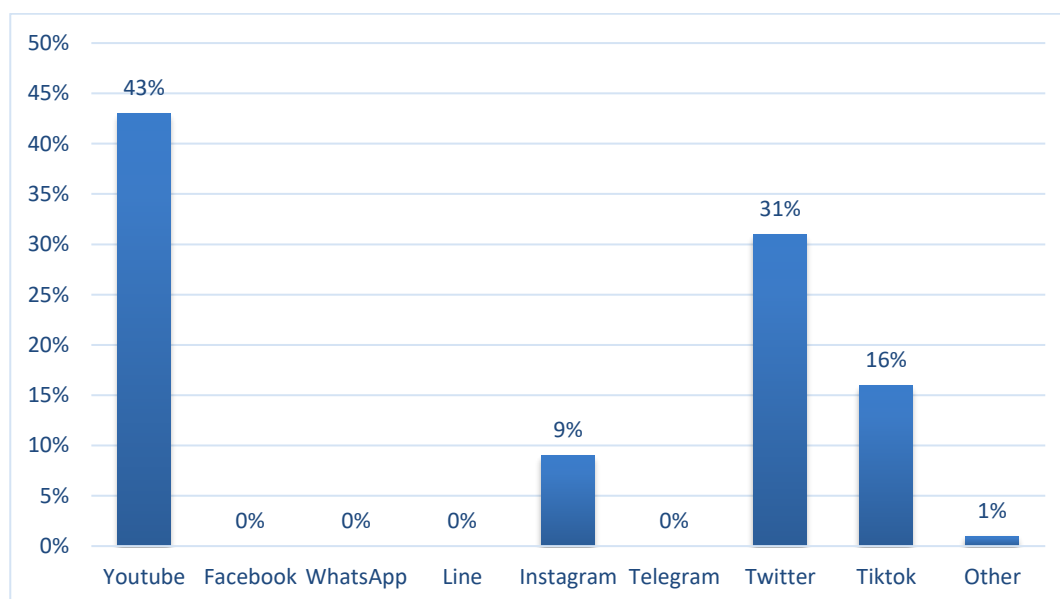
Another challenge is that content often appears that is inappropriate for display on social media. Social media is not an environment where we can control who the users are, so anyone can post anything on social media. It is not uncommon for social users to upload content that is inappropriate to view by others.

*Sosial media sering menampilkan konten yang tidak sesuai dengan preferensi belajar saya, sehingga saya melihat sesuatu yang tidak pantas. Saya juga merasa mengakses sosial media secara terus menerus berdampak pada kesehatan saya, rabun jauh di mata saya menjadi memburuk karna terlalu lama menatap gadget juga terkadang saya menjadi pusing karna sinar dari ponsel. (Student 2)*

(Social media often displays content that does not match my learning preferences, so I see something inappropriate. Additionally, regularly using social media has negative effects on my health. I've noticed that my nearsightedness has worsened due to prolonged screen time, and I sometimes experience dizziness because of the light from my cell phone.)

### **Social media platforms are most commonly used by students for English language learning**

In this section, there are social media options displayed in the questionnaire. Students should choose the type of social media they frequently use to improve their English skills. This aims to see what social media is most used by English students for learning.



**Figure 1. The Most Frequently Used Social Media to Improve English**

Figure 1 indicates a clear preference for certain platforms in English learning. YouTube is the most dominant, used by 43% of students, followed by Twitter (31%) and TikTok (16%), suggesting that students favor platforms with easily accessible and engaging content formats. Only a small proportion reported using Instagram (9%) or other platforms (1%), and none selected Facebook, WhatsApp, Line, or Telegram, indicating that these apps are not perceived as useful or relevant for learning English. These results show that students tend to rely on media-rich and interactive platforms for language learning.

Based on the questionnaire results shown in Figure 1, YouTube is the social media most widely used by students. Twitter and TikTok are among the social media most frequently chosen by participants in this research. Students have their own reasons for choosing this social media. It is reported that YouTube provides various kinds of learning content, more than that the material there is explained using videos so as to create a pleasant impression.

*Alasan saya memilih YouTube sebagai media sosial yang paling sering saya gunakan untuk belajar bahasa Inggris adalah karena disana saya dapat menemukan materi yang saya cari dengan mudah, yang terpenting adalah karena semua konten yang tersedia disana berbentuk video jadi penjelasan terkait materinya pun mudah dimengerti dan tidak membosankan. (Student 1)*

(The reason I chose YouTube as the social media that I use most often to learn English is because there I can find the material I am looking for easily, the most important thing is because all the content available there is in the form of videos so explanations regarding the material are easy to understand and not boring.)

*Alasan saya memilih Youtube adalah karena platform ini lebih fokus pada konten video bukan untuk chatting atau membuat panggilan, sehingga ketika saya belajar saya bisa fokus menyimak materi tanpa terdistraksi oleh notifikasi pesan atau panggilan. (Student 3)*

(The reason I chose YouTube is because the platform is not like Instagram or WhatsApp, YouTube focuses more on video content, not for chatting or making calls, so that when I study I can focus on listening to the material without being distracted by messages notifications or calls.)

## Discussion

This research aims to explore students' perceptions of using social media as a tool for learning English independently. This research uses questionnaires and structured interviews. Data analysis revealed that students have good attitudes towards using social media for learning English. This finding is similar to the findings of previous researchers (Muetia Safitri, 2021; Zam Zam Al Arif, 2019) that social media exposes students to English and enables them to practice their English skills. The study analyzed the use of eight social media platforms, including YouTube, Facebook, WhatsApp, Line, Instagram, Telegram, Twitter, and TikTok. The results of the questionnaire showed that the majority of participants favored using YouTube as their primary source for learning English. Twitter and TikTok were also popular choices. Interestingly, none of the participants chose Facebook, WhatsApp, Line, or Telegram. YouTube is the most widely used social media platform because it allows students to search for content based on their preferences, and it offers a wide variety of learning material presented in video form, making it easy for students to understand the learning materials.

Social media is very useful for improving students' English skills. The use of social media provides opportunities to develop listening, speaking, reading, and writing skills of English. Apart from that, students also admitted that they experienced an increase in their mastery of vocabulary, grammar, and pronunciation. This happens because students can interact in the form of oral or written discussions with other students or native speakers through social media. Social media provides virtual interaction and can reduce students' anxiety through enjoyable experiences (Makodamayanti et al., 2020).

Nonetheless, students also face challenges in using social media in self-initiated English learning. Social media also has challenges faced by students in this research. One of them is data privacy issues. According to them this is quite worrying considering that their data is very potential to be misused. Privacy issues are a major concern as students often use social media without fully understanding how their data is being used (Jalal, 2012). Inappropriate content is often found when students use social media for learning. In addition, technical problems such as network issues and health problems caused by excessive screen time when accessing social media are also common. To address these issues, students should be more aware of how their personal data is being shared and limit their social media use only for necessary activities. When used appropriately, the use of social media can help students develop and enhance their English skills.

## CONCLUSION

Based on the findings, students have a positive perception of using social in learning English. They stated that social media provides diverse learning resources that allow them to practice their English language skills, especially listening, writing, reading, increase their vocabulary, understand grammar, and improve their pronunciation knowledge. When students learn English through social media, they feel they have the freedom to choose content that suits their preferences. The results of this research revealed that YouTube is students' most favorite social media platform for learning English. Furthermore, students also shared their challenges, such as internet connection problems, inappropriate content, and the possibility of data privacy being misused. The positive impact of social media in the world of education must be considered to improve the quality of learning for students. English students should be encouraged to fully utilize this form of ICT advancement to support their learning process.

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